

Table 1

*Important psychosocial skills for each stage of talent development*

Stage of Talent Development	Academic Areas	Performance Areas	Psychosocial Skills
Potential	<p>Early exposure and playful engagement through family activities or formal programs</p> <p>Reinforcement of interest and enthusiasm by parents, teachers</p>	<p>Early exposure and playful engagement through family activities or formal programs</p> <p>Reinforcement of interest and enthusiasm by parents, teacher</p>	<p>Deriving and demonstrating interest, engagement, curiosity, enthusiasm from experiences and opportunities</p> <p>Engaging adults to provide instruction, learning opportunities</p> <p>Feeling comfortable in groups and in solitude while pursuing interests</p> <p>Burgeoning sense of agency, self-efficacy</p> <p>Confidence in one's ability to master ideas and tasks</p> <p>Willingness to try new things—early strategic risk-taking</p>
Potential to Competency	<p>Ability in the domain e.g. Mathematical cast of mind</p> <p>Persistence through good and bad times</p> <p>Intrinsic motivation</p> <p>Parental support</p>	<p>Ability in the domain e.g. Musicality, art spirit</p> <p>Persistence through good and bad times</p> <p>Intrinsic motivation</p> <p>Parental support and pressure</p>	<p>Developing an appropriate balance of extrinsic and intrinsic motivation</p> <p>Taking more responsibility for shoring up weaknesses and building on strengths</p> <p>Ability to resist negative peer pressure, negative stereotypes</p> <p>Adopting a growth mindset</p>

	<p>Teachability</p> <p>Teacher assessment of strengths and weaknesses</p> <p>Responsiveness to extrinsic rewards</p>	<p>Teacher that focuses on engendering interest, engagement, passion</p> <p>Responsiveness to extrinsic rewards</p>	<p>Growing capacity to deal with competition and set backs</p> <p>Openness to experiences</p> <p>Comfort with emerging identity with the domain</p> <p>Embracing complexity, novelty, originality</p> <p>Openness to feedback</p> <p>Developing grit and self-control</p> <p>Development of positive emotions such as optimism, hope</p> <p>Emotional regulation, ability to delay gratification</p>
Competency to Expertise	<p>Mathematical cast of mind</p> <p>Persistence through good and bad times</p> <p>Intrinsic motivation</p> <p>Parental support but not pressure</p> <p>Teachability but student challenges and “bites back”</p> <p>Teacher assessment of strengths and weakness-students should be able to</p>	<p>Musicality</p> <p>Persistence through good and bad times</p> <p>Intrinsic motivation</p> <p>Parental support but not pressure</p> <p>Teachability but student challenges and “bites back”</p> <p>Teacher that focuses on technical proficiency</p>	<p>Intense focus in domain</p> <p>Psychological identity that is more strongly tied to talent domain—i.e. musician, mathematician</p> <p>Comfort with intellectual tension</p> <p>Deriving personal meaning from chosen talent area</p> <p>Ability to juggle competing priorities (Dai)</p> <p>Coping skills for perfectionism, pressure/stress, performance anxiety, threats to self-confidence</p>

	<p>assess these independently</p> <p>Responsiveness to extrinsic rewards—students participate in competitions and other opportunities to “show their stuff”</p> <p>Self-promotion</p> <p>Learning how to play the game</p> <p>Restoring confidence</p> <p>Social skills to engage others, foster collegiality</p>	<p>Responsiveness to extrinsic rewards—recognition, opportunity to perform, and financial independence</p> <p>Self-promotion</p> <p>Learning how to play the game</p> <p>Restoring confidence</p> <p>Social skills to engage others, foster collegiality</p>	<p>Taking responsibility for own talent development</p> <p>Management of affiliation-achievement conflicts</p> <p>Judging optimal levels of psychological independence from teachers, coaches, parents</p>
Expertise to Eminence	<p>Mathematical cast of mind</p> <p>Persistence through good and bad times</p> <p>Intrinsic motivation</p> <p>Teachability—student becomes more of a peer to the teacher</p> <p>Parental support—helpful but far less significant</p> <p>Teacher assessment of strengths and weaknesses—critical that individuals know and capitalize on strengths, minimize weakness</p>	<p>Musicality</p> <p>Persistence through good and bad times</p> <p>Intrinsic motivation</p> <p>Teachers who help student develop unique, personal style (teacher often surpassed in talent, but good at bringing out best in tutee)</p> <p>Parental support—helpful but far less significant</p> <p>Teacher assessment of strengths and weaknesses—critical that individuals know and capitalize on strengths,</p>	<p>Managing the tension that comes with working at the frontier of a field including rejection by colleagues</p> <p>Ability to gracefully handle critique and criticism</p> <p>Trusting intuition</p> <p>Avoiding entrenchment in a field, remaining fresh</p> <p>Development of a personal vision (Dai), personal niche (Olenchak), vision/sense of destiny (Renzulli)</p> <p>Ability to cultivate supporters and patrons</p>

	<p>Responsiveness to extrinsic rewards—individuals focus on opportunities to publish and compete, financial independence and recognition</p> <p>Self-promotion—this is accomplished at this stage through a mentor</p> <p>Learning how to play the game—individuals should be able to network and should have mastered “the game”</p> <p>Social skills—skills used to solicit support for one’s work through collegiality</p> <p>Self-confidence—necessary to exude confidence in order to inspire the confidence of colleagues</p> <p>Risk-taking to tackle major conceptual problems, with uncertain outcome and payoff</p> <p>Charisma displayed through personality and/or sheer power of one’s work—essential for attracting students and colleagues</p>	<p>minimize weaknesses</p> <p>Responsiveness to extrinsic rewards—individuals focus on opportunities to compete and perform, financial independence and recognition</p> <p>Self-promotion—this is accomplished at this stage through an agent</p> <p>Learning how to play the game—individuals should be able to network and should have mastered “the game”</p> <p>Self-confidence—necessary to exude confidence in other to inspire others</p> <p>Risk-taking to engage audiences in anticipation of the unexpected based on creative risk taking</p> <p>Charisma displayed through personality of the artist or power of the music</p>	
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